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A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Journal's Change of Dating

JOURNAL OF EDUCATION returns, with freshened eagerness and heightened resolves, from its yearly vacation of a fortnight.

Through an inadvertency on the part of the editors, the issue of July 22 contained no mention of the fact that the next two issues would be omitted. While the oversight may have proved that the editors needed a respite from their duties, the error is regretted in this office. Secretly, however, there is a tinge of editorial joy at the unusually large number of inquiries received for missing papers, indicating that the weekly visits of the magazine are awaited with interest even in midsummer.

Readers and advertisers will kindly note that a change in the dating of the Journal commences with this issue. For some years past, the Journal has borne date of Thursday, although its printing and mailing schedules did not bring it into the hands of many of its readers until the following week. Printing and mailing will be continued on the former basis, but the paper will be dated four days ahead, on Monday. Thus, under the old plan this issue would have been dated Thursday, August 12, instead of Monday, August 16. It is believed that readers will soon become accustomed to the new arrangement, and will appreciate having their Journal dated the same week it is received.

Secretary Crabtree

THE success of the National Education Association since it went to Washington has been fabulous and its continued success is assured. Much of this is due to many causes that can be described as atmosphere, but there is always a cause of atmosphere and the causes of the fabulous present success of the Association are as almost mysterious complex, but there is always an almost traceless silken thread in the fibre of any complex.

The feature of all government paper money, which has never been successfully counterfeited, is the traceless silken thread in the paper of which the bills are made. So in all great organization achievements there is a traceless influence, and in the case of the Washington headquarters the wonderful success has been due to the silken thread of J. W. W. Crabtree's self-abrogation, which was first

discernable when his family sacrificed the lovely home opportunities which had been theirs in Paris, Lincoln, and River Falls, and camped in miscellaneous chambers of the leased headquarters building in Washington.

When expenses ran ahead of receipts and the emergency fund ran out and bank credit had not been established, he used his own credit to prevent any talk about it.

There are disadvantages as well as advantages in having organization headquarters in Washington and it has required genuine statesmanship to steer the cause of education through the troubled waters of Washington from Wilson and Harding to Coolidge, especially when there has been confusing official advice from educators. Fortunately the hand and head at the helm has been Secretary Crabtree, who has no rival in steering clear of rocks and shoals.

We call attention to this because in several ways the salvation of the Philadelphia management was the level head and steady hand of the Crabtree-Allan-Shankland management emergencies from January to July was the fact that there was no discord at headquarters; no hesitancy as to what to do, and what not to do, or when to act and when not to act, and the one hundred and sixty thousand members of the Association had no moment of anxiety.

When commercial exhibits in Philadelphia were found to be impracticable and the income therefrom sacrificed we could not believe that the meeting would open and close without any one's seeming to know that there was a commercial exhibit. This is merely a sample of the matchless silken thread that helped to make a universal feeling that the meeting of 1926 was the best ever.

President McSkimmon

WHAT President Crabtree was to the managerial success of the Philadelphia meeting Miss Mary McSkimmon was to its program glory.

When we wrote of the program exuberantly in advance there were those who said it was whistling to keep the courage up for it appeared to fail in two highly important features. It was wholly lacking in spectacular features. There was no Coolidge, no Hoover, no Lowden as Dr. Bollen had at Washington, and there were too many familiar voices.

We did not suspect that Miss McSkimmon had discovered Kate V. Wofford of South Carolina, R. A. Cooley of Wisconsin, and Katherine Dosier of Georgia, greater successes professionally than Coolidge, Hoover, and Lowden. They meant more to education than did those most eminent men. But we did know that the president of 1926 had been spying out the land for such talent. We did know that she was not asking the rank and able to name talent, that she appreciated the messages of John H. Finley, Mrs. Marie Turner Harvey, Florence M. Hale, and Angelo Patri, that she intended to have no one on her program who was liable to fail in any emergency.

The great features were a total surprise to the delegates and the features known to the delegates were not failures and, like the management of Secretary Crabtree, the program of President McSkimmon will help to make the meeting of 1926 historically famous.

Glenn Frank's University Ideals

A STATE UNIVERSITY should be a blazer of new trails in the natural and social sciences, should be animated by certain very definite ideals of sound scholarship, inspired teaching, productive research, practical service, should have freedom to investigate and courage to follow the facts wherever they may lead. The learning of a State University must be linked closely to the life of the state in terms of practical service, serving alike the youthful life on the campus and the adult minds beyond the campus for their economic betterment, and the spiritual enrichment of their lives. This is a sample of the statement in the syndicate article of the McClure newspaper syndicate in July.

Clyde M. Hill Goes to Yale

DR CLYDE M. HILL, for eight years president of Missouri State Teachers College, Springfield, has resigned to accept a position in the School of Education of Yale University. President Hill has been on a leave of absence the past year combining professional study at Teachers College, Columbia University, with special study of Teachers Colleges in Missouri and other survey studies. Dr. Hill has been professionally prominent especially from his association with Dr. M. B. Hillegas of Columbia University in several prominent studies and surveys. The years in which he has been the controlling factor at Springfield have seen the enrollment increase 225 per cent., and the faculty increase 88 per cent.

There were seventeen million trees planted in New York State in the school year, 1925-26. Private land owners led in this noble work, planting 8,464,800 trees. The school forests and kindred functionings planted 3,726,450 trees, while municipalities set out 2,311,400.

National Spelling Bee

ONE of the thrilling educational events of the year was the second annual national spelling bee. The Louisville Courier Journal, Kentucky, sponsored the "Bee" with twenty-four papers associated with it. Each of the twenty-five papers sent one contestant to Washington, D. C.

The cities represented by these papers were: West Salem, Ohio; Mays Landing, New Jersey; Binghamton, N.Y.; Albermarle, N.C.; Berea, Ohio; Brooklyn, Iowa; Grosse Ile, Mich.; Erie, Pa.; Fall River, Mass.; Fort Worth, Texas; Hartford, Ct.; Houston, Texas; Lancaster, Pa.; Clarkson, Ky.; Brunswick, Tenn.; New Bedford, Mass.; New Britain, Ct.; Raritan, N.J.; Stillwater, Okla.; Boyertown, Pa.; St. Louis, Mo.; South Bend, Ind.; Trenton, N.J.; Shelbyville, Del.; West Boylston, Mass. The Louisville Courier Journal provided one thousand dollars in gold. The Charlotte Observer, North Carolina, provided the medal.

S. D. Shankland, executive secretary of the Department of Superintendence, N. E. A., presided. The judges were Miss Anna L. Rose, dean of women, George Washington University; Alvin W. Miller, principal, Central High School, Washington, D.C.; and Joy Elmer Morgan, editor, N. E. A. Journal.

Pauline Bell, thirteen years old, Clarkson, Ky., won five hundred dollars in gold and the medal. She missed no word and spelled c-e-r-i-s-e, which was missed by Betty Robinson, South Bend, Ind., who won the second prize, two hundred dollars in gold, by spelling c-o-o-l-i-e, which was missed by Dorothy Casey of St. Louis, who won one hundred and fifty dollars in gold by spelling s-e-a-g-u-l-l, which was missed by Mary Flood, Wilmington, Del., who won one hundred dollars in gold by spelling e-x-t-o-l, which was missed by Harriet Blumberg, New Brunswick, N.J. who won fifty dollars in gold by spelling c-o-w-l.

The other words on which nineteen spellers went down were r-i-s-i-b-l-e, H-e-g-i-r-a, v-i-l-i-f-y, d-a-c-t-y-l, y-o-k-e-l, e-k-e, c-o-n-t-i-n-u-o-u-s-l-y, i-n-d-i-g-n-a-n-t-l-y, m-a-t-r-i-m-o-n-i-a-l, c-u-r-r-i-c-u-l-u-m, e-m-p-h-a-s-i-z-e-d, c-o-n-s-i-g-n-e-e, c-o-n-s-t-r-u-e-d, a-l-l-o-t-t-e-d, b-i-a-s, v-a-l-l-e-y, c-o-l-o-s-s-a-l, p-r-e-s-t-i-g-e.

Happy Pomona

POMONA COLLEGE, Claremont, California, James A. Blaisdell, president, has reason to be exceptionally happy. The alumni pledged a quarter of a million dollars for the Faculty Retirement Allowance, which assures adequate retirement provision for the faculty. Colonel Seeley W. Mudd, who recently died in Los Angeles, provided in his will for a million dollars for the Claremont College plan and $100,000 directly for the Pomona College unit. The Scripps College for Women, the new unit of the Claremont College plan, will be opened a year from this September with accommodation for 250 students.

Not Tired But Retired

DR. FRANK M. McMURRY retires to enjoy leisure to which he is entitled and which he can well afford. No one has made a larger contribution to the educational achievements of a third of a century with brain and pen than has he. He began early to think for teachers and children. He early got the wave-length that won the professional amplifier of the day. Better than any other one of that remarkable group of professionalists of a third of a century ago he cashed in on his progressive vision, wrote text books with a fabulous sale, and professional books with large influence. He has provoked thought and heightened the aspiration of his students and readers. He has been an indefatigable worker and his writing and thinking have always been clear, forceful and attractive. His friends and associates gave him a "going out" banquet in late July, which was a rare opportunity for the summer school students, but distressingly impossible for others.

A Noble Gift

THE Southern Branch—Los Angeles—of the California State University is given the private library and the magnificent Los Angeles home of W. A. Clark, valued at about five million dollars. This is probably the largest gift to any state educational institution in the country, and with the exception of Leland Stanford, Jr., University, of any educational institution in the country. This places the Southern Branch in an enviable position among universities.

Churches and Universities

FEWER than two hundred of the 1,584 students in the summer session of the University of Missouri express no church preference: Methodist, 408; Christian, 319; Baptist, 290; Presbyterian, 203; no preference, 195; Catholic, 56; Episcopal, 42; Congregational, 26; Lutheran, 14; Evangelical, 8; Jewish, 8; Christian Science, 7; Seventh Day Adventist, 4; Church of the Nazarene, 1; Unitarian, 1; Friends, 1, and Greek Orthodox, 1.

Oak Park, Cook County, Illinois, leads the country in heroic loyalty to a high school non-fraternity law, having suspended fifty-three prominent students for affiliation with Greek letter societies.

Let Us Study the Constitution

By HANSON HART WEBSTER

"I HOPE," said Theodore Roosevelt, "that not only you and I, but all our people, may ever remember that, while good laws are necessary, while it is necessary to have the right kind of governmental machinery, yet that the all-important matter is to have the right kind of a man behind the law. A state cannot rise without proper laws; but the best laws that the wit of man can devise will amount to nothing if the state does not contain the right kind of man, the right kind of woman. A good Constitution, and good laws under the Constitution, and fearless and upright officials to administer the laws—all these are necessary; but the prime requisite in our national life is, and must always be, the possession by the average citizen of the right kind of character."

One of the outstanding needs of the present time is that the social studies in our secondary schools shall be a preparation for citizenship. History and civics must assist in training in the complex social and political problems confronting American democracy.

It is essential that our students become familiar with the democratic ideals which have so profoundly influenced our national life; and they should also appreciate that the self-reliance and initiative which explain so much of national development still continue to be the keys that unlock life's opportunities. It is well that they should know that James Bryce—the foremost authority in the field of political science—characterized the Constitution of the United States as "the greatest single contribution ever made to Government as an applied science." They should know also that the system which it created "has been taken as a model by every country that has since adopted a federal scheme of government."

Each generation of students should honor the founders of the Republic for the one supreme example they gave to the world when it was sadly needed—the example of a government founded on the popular will, and successful because of a citizenship which respected law as the foundation of order and as the guardian of the common welfare. They should likewise appreciate that the steady onward march of our national government has been possible because freedom in America has been based upon moral forces—upon the sense of common duty and common interests.

The study of our Federal Constitution and of the principles underlying our political institutions was never more important than now, when insidious efforts are being made through various channels to undermine the confidence of the people in their government. To insure the teaching of the Constitution in their public schools, three-fourths of all the states in the Union have recently enacted statutes calling for a study of the document itself either in the Junior High School or in the Senior High School.*

Now there have been devised a great many ways of sctudying the Constitution, each productive, to a degree, of satisfactory results. But too much, ordinarily, is left to the ingenuity of the individual teacher—or, sometimes, to mere precedent or chance. A few notes, therefore, upon a method which has met with wide approval may be acceptable to teachers who in crowded curriculums have not been able to formulate their own ideas as definitely as they might wish.

The best starting point for the study of the Constitution is the preamble itself. This we may liken to the preface of a book. It explains the purpose of what is to follow. The preamble to our Constitution is the best and probably the shortest preface ever written. The first seven words show the source of the power of our Federal government; and the rest of the Preamble states the six great objects to secure which the Constitution was formed.

The fundamental principles underlying these objects may next be considered. It will be recognized that these may be grouped thus: The spirit of compromise—The Constitution as the fundamental law—Representative government—Dual government—Inalienable rights of the individual—The independence of the judiciary—The system of checks and balances.

With these principles understood, pupils will be prepared to consider the various provisions of the Constitution and its amendments.

These are best studied one by one. Each clause of each section should be read and discussed, with ample illustration through the episodes in our history which show how these clauses have been applied. In this way students will get a much more definite conception of the exact meaning and of the workings of the provisions of the document than they could possibly get simply from reading it through from beginning to end and then being catechized upon it.

Editor's Note.—A series of A Hundred Up-to-Date Questions upon the Constitution has been prepared by the writer of this article. Teachers may obtain a copy of these upon addressing Mr. Webster at 2 Park Street, Boston.

Properly to appreciate the Constitution for what it is and what it means, we must consider it in the setting of its historical background. Students should therefore review the inspiring story of the long struggle on both sides of the Atlantic for liberty and for constitutional government—since this struggle culminated in the Federal Convention of 1787 and the adoption of our Constitution. And when we say "students should review this story," we mean more than simply a tabulation by students of the titles and dates of such liberty documents as Magna Charta (1215); the Petition of Right (1628); the Habeas Corpus Act (1679); the Bill of Rights (1689), and so on. Also, we mean more than the mere recognition that certain declarations and principles included in our Constitution can be traced to earlier documents. We more particularly mean that students should be brought to appreciate the cause and the effect of the historical events through which various rights, privileges, and immunities were won for the people. Let them learn just what led up to the granting of these documents by monarchs, and what followed. Let them also read striking passages from the documents and so become acquainted with their individuality. Then they will see clearly how our Constitution consolidates all the gains made by the cause of liberty through the centuries.

So much for the historical background in England. In America, topics for emphasis may well be local self-government in Virginia; the Mayflower compact; the three types of colonial government; the reasons why union between the colonies was difficult; and the steps toward union, beginning with the New England Confederation of 1643. Such matters as the Committees of Correspondence, during the years preceding the Revolution, add picturesque interest and are significant as precursors of the Continental Congress. The Virginia Bill of Rights (1776) is a document to which the Declaration of Independence and many State Constitutions are greatly indebted. The Articles of Confederation, the threatened dissolution of the "league of friendship" between the states, the influence of the common interest in the Northwest Territory, and our governmental inheritance from the Ordinance of 1787, are other concerns of vital importance in any study of United States constitutional history.

Finally, contemporary comment dating from the Constitutional convention is quite as significant and illuminating as any of the earlier and more formal documents alluded to. What Franklin said on the last day of the Convention; what Madison and Hamilton wrote in The Federalist; and the letters of Jefferson and Washington express the most important opinions of their day. They repay the reading.

From literally hundreds of references useful to the teacher we select the following for special conmmendation:—

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REFERENCE BOOKS WHICH THE STUDENT SHOULD KNOW HOW TO USE.

(a) Encyclopædias, especially the *Cyclopaedia of American Government.* (Appleton.)
(b) Almanacs, like those published annually by the New York *World.*
(c) Year-Books; for example, *The American Year-Book, The International Year Book, The Statesman's Year-Book.*
(d) *Reader's Guide and Cumulative Index.*
(e) *Legislative Manual* (of the State).
(f) *The Congressional Directory.*
(g) Year-Book or Report of the local administration to the voters.

Be The Best Whatever You Are

If you can't be a pine on the top of the hill
Be a scrub in the valley — but be
The best little scrub by the side of the rill;
Be a bush if you can't be a tree.

If you can't be a bush be a bit of the grass,
And some highway some happier make;
If you can't be a muskie then just be a bass—
But the liveliest bass in the lake.

We can't all be captains, we've got to be crew.
There's something for all of us here.
There's big work to do and there's lesser to do,
And the task we must do is the near.

If you can't be a highway then just be a trail.
If you can't be the sun be a star:
It isn't by size that you win or you fail—
Be the best of whatever you are!

The Development of a Supervisory Program

By GEORGE D. STRAYER

Teachers College, New York

ANY significant increase in the efficiency of our schools is dependent very largely upon the ability of supervisory officers to train teachers in service. Supervision may be described as a process of placing men and women in the school system where they can work to best advantage and providing the conditions which will promote their highest efficiency. The development of a supervisory program involves a survey of the methods of training in service and the adoption of a definite program for a given period. There is not much hope for progress without the establishment of definite objectives in the supervisory program.

The most common interpretation of supervision is that which proposes that the supervisor shall observe the work done and offer such constructive criticism as in his judgment will operate to produce better results. It is important in this connection to propose that criticism is significant only when it is based upon principles which are understood and acknowledged both by the supervisor and by the teacher. Fault finding and personal praise are equally unproductive of lasting results. If a particular situation is to be used as basis for enlisting the co-operation of a teacher in the improvement of her work, the procedures involved must be interpreted in terms of the laws of learning and of teaching. When these principles are recognized many applications to other situations involving the same principles must be made. Possibly the most significant of all criticism is that which may properly be called creative. It is the suggestion which a supervisor gives to a teacher which carries her beyond any previous achievement, suggests the possibility of an experiment, or proposes an inquiry which may result in greater efficiency.

Another very common instrument of supervision has been the demonstration lessons. Indeed many of those who have been called supervisors have spent their time largely in teaching classes under the observation of the regular classroom teacher. A more significant type of demonstration, varying in length from a single lesson to a whole session, is that observed by several teachers, and followed by a discussion under the leadership of the supervisor. Something of the same idea has been developed by having teachers visit their colleagues in the same school building or in the same school system and discuss after such a visit the merit of the work observed with the supervisory officer who was thoroughly conversant with the strength and weakness of both of the teachers involved.

Both criticism and demonstration will continue to have their place in any supervisory program. It is possible that a program may be developed with these methods predominating. It may be proposed, however, that any complete program involves the elements of scientific inquiry and that investigation and experimentation are essential factors in the best type of a supervisory program.

Let us take for example a program which looks to the improvement of the work in teaching reading. Demonstration of successful teaching may be conducted and criticism offered without any certainty that the best results will be secured. Traditional methods of teaching reading which are in opposition to our present scientific knowledge of this field may be wonderfully well demonstrated. The criticism offered may centre on the methods employed without any reference to the scientific justification for these particular procedures. A supervisor who is competent must know the results of scientific investigation wherever they are to be found. If he is to do his best work with teachers, it will frequently be important, if not necessary to have the teachers themselves carry on the experiment or at least become thoroughly familiar with the work of scientific workers in the field of reading and the results which they have achieved. One may question whether there is anything that can be done to improve the practice of a professional worker which can take the place of experimentation or investigation.

A great many school systems throughout the country today are organizing their teachers under the leadership of supervisors for the revision of their curriculum and courses of study. Whether or not the type of work done should be dignified by the term "research" certain it is that the consideration by teachers of objectives which they should seek to realize in their work and of the subject matter and method which will make for the realization of these ends is a worthy type of endeavor. Some of the most significant supervisory programs now being conducted in the United States are centred in this field. It is interesting to note in passing that practically every problem of teaching and of organization must be considered

by those who seek to revise the curriculum.

Another type of supervisory program deals primarily with the question of the classification and progress of children in the school system. Often the beginning of this type of work is found in an inquiry concerning the progress of children through the school system, and the achievement of boys and girls in the several grades in relation to their intelligence. Such inquiries usually develop the need for modifications in courses of study and adjustments in teaching to the requirements of children who vary greatly in their ability, environment, and vocational outlook. There is opportunity for a maximum of experimentation in line with the attempt to bring about a better classification of children. Again there are unlimited opportunities for the demonstration of successful work and for the criticism of the various procedures which are developed by individual teachers.

Efficiency in the teaching profession is dependent upon considerations that lie outside of the classroom. Any adequate supervisory program must have in mind the physical well being of teachers and their social environment. It is folly to propose that the highest degree of efficiency in the classroom can be achieved except upon the basis of physical well-being. It is equally ridiculous to propose that concentration upon one's professional activities to the exclusion of all other social contacts will produce the best results. The administrative and supervisory corps of any school system has a responsibility to suggest and to lead teachers in their recreation as well as in their professional activities. This, of course, not to suggest that teachers may not lead a life outside of school which is wholly under their own control, but rather to suggest the necessity for guidance and often for making available opportunities which might otherwise be lacking in the lives of these professional workers.

Whatever the program, the success of supervision will be measured by the degree to which teachers are involved in carrying it forward. No supervisory program can be handed down from above. It is only as teachers feel the importance of the work to be undertaken and only as they accept responsibility for achieving the desired results that they can be expected to gain much from the experience. It is not an over-statement to propose that growth cannot be imposed upon professional workers. It is only as they accept the ideals of supervisors as their own and only as they enter enthusiastically upon the work of the program which they have helped to develop that the best results can be secured.

[Abstract of Address before the Twelfth Annual Conference of Superintendents of Schools of Massachusetts, Framingham, Mass.]

A Teacher's Creed

By Richard K. Piez, Oswego State Normal School

I believe in man's divinity and its potency to advance the individual and society to higher planes of living.

I believe in a humanized society in which the Christian conception of human relations shall be dominant; in which all individuals shall have equal opportunity to realize the latent capabilities with which they are endowed; in which childhood and youth shall be respected and cherished as society's most valuable asset; in which law shall rule above desire because it is for the common good; in which bigotry shall yield to tolerance and prejudice to the scientific temper.

I believe in human personality actuated by good will and sincerity of purpose. I believe in the subordination of personal freedom to the public welfare. I believe in intellectual honesty and openmindedness. I believe in work and play, in laughter and in joy, in happiness and contentment. I believe in the enjoyment of beauty in whatsoever field it may be found. I believe in the sanctity of the body, in health, in clean living. I believe in the banishment of worry, in performing the tasks and accepting the gifts of each day as I go through life.

I believe that the education of youth is the finest of the fine arts and that my whatsoever field it may be found. I believe in the sanctity of the body, in health, in the aspirations and enthusiasms of youth. I believe in the power of example. I believe in cooperation with all humanizing agencies. I believe in patience and perseverance and faith in the final outcome of education and of life.

Character Building Through Music

By JAMES FRANCIS COOKE

President of the Presser Foundation

THOUGHT energy is the dynamic force of civilization. Because the teachers of America are the construction engineers of this great force, their work takes pre-eminence over all other forms of human endeavor. It makes little differences whether this is recognized by the public of the moment or not. The fact remains, and the public is being compelled to recognize it for the protection of civilization.

The vast interest taken in music and musical education is one of the significant signs of the increase in general education. It has been estimated that from two to three million dollars a day are being spent by the American people upon music. A very large portion of this is being devoted to musical education. More and more, music is becoming a part of public school work.

When Dr. Charles W. Eliot, president emeritus of Harvard University, proclaimed some fifteen years ago that "Music is second to no other study in its educational value," he was merely emphasizing what laboratory psychologists and educational clinics have scientifically ascertained, and what the great educators from Plato to the present, know full well.

America's huge expenditure for music is, in the eyes of the experienced educator and the psychological experts, an investment which must bring rich dividends.

Charles M. Schwab, America's great steel king, has long made music study a part of his daily program. In a conference with him, he said that he knew nothing in life to excel it for the great purposes of relieving the strain of modern business. At least twenty other men of the front rank in business and in industry have told me the same thing in the most chauvinistic terms.

In musical therapeutics, every month brings reports of the almost miraculous value of music in treating mental and nervous trouble. I doubted these reports, but I went personally to three of the most prominent psychiatrists in the state of Pennsylvania and found them thoroughly convinced of the practical value of musical therapeutics when applied by experts in co-operation with the brain doctors.

It is unnecessary to comment upon the importance of music in religion.

In education, it would require several volumes for me to recount the results of a vast number of conferences upon the value of music in education. From the first steps in music study, rote singing, dancing in rhythm, musical appreciation through the talking machines and the player piano, through the practical study of music, by means of musical instruments, there is nothing in the whole pedagogical field which leads to develop a higher degree of co-ordination between the mind and the body, nothing that demands more accurate thinking, nothing that promotes the musical memory to a larger capacity and a higher degree of responsiveness, nothing that accelerates the mental processes to as great a speed, nothing that develops a finer sense of form and balance than does music. Take music from our schools and we would rob them of one of the most powerful and illuminating dynamos in the whole scheme of mind development. If you look into the history of education, you will discover a whole chorus of the greatest pedagogues of the ages emphasizing this opinion.

The value of music in connection with character building is largely that of putting the mind in tune, in proper mental condition, for the reception of great ethical principles. Music in itself is something quite apart from ethics, but when combined the effect is like that of turning on a mighty electric current to a piece of idle machinery.

In a period of unheard of crime of every imaginable description, our own police and courts have shown their impotence by the fleets of armored motor cars in the streets. We are really at war with an enemy and nobody seems to realize it. On one side are the most desperate crooks and drug fiends the world has ever known, on the other side are the clergy, the home and the school. The child in the school must have what ethical training he does not get from the church or his parents. Through regular study of character training and through the powerful inspiration of music at the same time, we can grow and train a new generation of young people whose stamina and character will not be questioned in excelling the forces that would destroy the highest standards of modern civilization.

We are witnessing today both the collapse of our curricula from structural overloading and the beginning of a student revolt against the sterilities of current academic procedure.

—Glenn Frank.

Personal and Professional

MARY ELIZABETH O'CONNOR, Natick Mass., supervisor of elementary education; goes to the new position from a Taunton, Massachusetts, principalship. Miss O'Connor has been winning graduate degrees at both Boston University and Harvard. She was one of the recognized leaders in the Bristol County Association, and is now in the front rank in the Massachusetts Association, and her efficiency is recognized in the National Education Association. Miss O'Connor is skilful in platform address, and has done extra good professional writing.

MRS. ANNA B. COMSTOCK of Ithaca, N.Y., was one of the really notable speakers at Philadelphia meeting National Education Association. She is in a class by herself in the interpretation of nature. Her books and her lectures are not only true to science and fascinatingly interesting, but they are permanently inspiring:—

"In this day of frenzied hurry and speeding motor cars there is more need than ever before for teaching the children to follow the path that leads to the quiet fields and woods. Children who are subjected to the increasing stresses of civilization need the rest which is found in the companionship of the birds, the little animals, the plants, and the trees.

"Nature study has been taught in many schools for a quarter of a century, and it is possible now to look back and see how different branches of nature study lead to different terminals in science, world knowledge, and spiritual outlook.

"One path leads to a true understanding of plant life, its adaptations, its struggles, and its means of success. One leads to a contemplation of the miracles of the seed and a knowledge of the ways is formed, perhaps through that wonderful partnership of the bees and the flowers wherein each gives and takes profit. All of this knowledge leads directly into the broader roads of successful farming and crop raising through the selection of seeds and the care and culture of the plants."

ANNA V. JENNINGS, librarian, State Teachers College, Kearney, Nebraska, is in the front rank of those who help students who propose to be teachers to use professional books and not be abused by books written to promote the reputation of the author, instead of being of high service to the student who uses it. She is one of the most discriminating professional librarians in the Teachers Colleges of the country.

ALBERT E. CARR, for more than a quarter of a century an important factor in the development of the publishing business of Silver, Burdett & Company; died recently after an illness which necessitated retirement from the treasuryship of the company some months ago. He was not only highly esteemed in the business world, but was a notable leader in various phases of community service.

MISS LOUISE CLARK, South Rosa, California, superintendent of Sonoma County, is among the most efficient county officials in the country. Sonoma County has long been in the forefront of educational progress, due in no small degree to the fact that it was the home of Luther Burbank, easily the noblest friend of country life America has even known, and he was an inspiration to the schools. Miss Clark has easily improved on the highest record of the county in all its history. One of her latest achievements is a school directory of the county of forty-two pages, in which is given the name of every teacher, the grade, the professional preparation, the salary, the address, and the telephone number. Miss Clark and her three deputies and five subject supervisors have added: health inspection, mental tests and vocational guidance, physical education, agriculture and nature study, orchestra and music, community mechanics, art and homemaking, Americanization classes.

FRANK W. BALLOU has been unanimously and heartily re-elected superintendent of the schools of the District of Columbia for another term of three years. To appreciate the significance of this one must recall the condition of affairs when Dr. Ballou was first elected. Nowhere are there conditions approximating those of the District of Columbia.

GARDNER P. BALCH, retiring headmaster of Robert Guild Shaw School, Boston, after twenty-seven years' service in the city schools was given a reception and valuable personal testimonial by the residents of the district in which the Parent-Teacher Association and various groups of prominent citizens participated. Mr. Balch will continue to live in the district, and will be prominent in civic affairs as he has always been.

DR. EDWARD T. DEVINE, one of the eminent leaders in educational progress, accepts the deanship of the Graduate School of American University, Washington, D.C. He had the commencement address of the University this year; subject, "Intrepid Scholarship." Bishop John W. Hamilton of the Methodist Church, chancellor emeritus, officiated at the laying of

the cornerstone of the Battelle Memorial Library.

JOHN S. FISHER, Republican candidate for Governor of Pennsylvania, is on the Board of Trustees of Indiana (Pennsylvania) State Teachers College, and has been active in educational affairs of the state.

FRANK L. HAYES, new director of physical education, Grinnell College, Iowa, proposes to place every student at the college in some athletic endeavor.

The plan of Mr. Hayes will furnish a field where students may work off surplus energy and at the same time build up their physical well-being. It is proposed to accomplish this through intramural sports, using the four college classes and the six dormitory clubs as a basis of competition.

Other plans of Mr. Hayes include courses in physical education, coaching and school health. It is easy to find coaches, but hard to find men who have had an all-around training. It is not always the star athlete who makes the best coach, but the man who is physically, mentally, and morally right.

GARRY C. MYERS, Junior Teachers College, Cleveland School of Education, is giving courses in home education and parenthood in the School of Applied Social Sciences, Western Reserve University, while on a leave of absence from his Junior Teachers College. There are one hundred and two fathers and mothers regularly enrolled in a class of 136. There are two courses, one on "Education of the Pre-School Age," one on "Home Education of the Child from Six to Twelve."

PAULINE BELL of Kentucky, thirteen years, won a cash prize of one thousand dollars and two gold medals in a national spelling match which culminated in spelling *cerise*, the only word that her rival missed. There were six famous spellers in the Washington contest, and five of them were girls. It is said that Pauline studied every word in fifteen spelling books, and looked at every word in an "unabridged" dictionary.

JOHN CALVIN WRIGHT, director of the Federal Board for Vocational Education, has been with the Federal Board since its organization in 1917. A graduate of the University of Missouri, with a master's degree, he has had his high efficiency recognized by the Stout Institute of Menomonie, Wisconsin, in the presentation of the degree of doctor of science. He is the third to receive this degree in the history of the Stout Institute.

J. A. CHURCHILL, State Superintendent of Oregon for several years, has resigned to accept the principalship of the new State Normal School at Ashland, Oregon. Dr. Churchill is one of the outstanding educators of the Pacific Northwest. He is a graduate of Amherst College, Massachusetts. As superintendent of Baker City, Eastern Oregon, his scholarship, administrative skill and professional zeal made him recognized as a leader in the state, and as state superintendent he has achieved several highly important educational departures. Ashland is one of the enterprising cities of the Pacific Northwest, and Principal Churchill has selected his faculty with great care, and the state has provided a building especially adapted to the school, at a cost of $175,000.

S. O. HARTWELL, superintendent, St. Paul, has issued a bulletin on "Public School Facilities in St. Paul" that is a revelation of the achievement in increased accommodations in two years through the investment of $8,000,000. There are statistical tables, nine charts and pictures of the new buildings. St. Paul, a city of near a quarter of a million people, has a school enrollment of more than 40,000 distributed equally between boys and girls. One-tenth are in the kindergarten, one-fifth in the high schools, and one-fourth in the grammar grades. The increase in ten years has been 120 per cent. in the high school, and 25 per cent. in the elementary grades. In 1920 only 56 per cent. of the children were properly housed, while 94 per cent. are properly housed in 1926. Superintendent Hartwell is always on the job, skilfully and devotedly.

HARLAN CAMERON HINES, University of Cincinnati, director of personnel, in connection with the public schools, has demonstrated exceptional skill in finding the right place for individuals as they leave high school and college, and as the author of "Finding the Right Teaching Position," a book of 200 pages, he is rendering real service not alone to those seeking positions as teachers or promotion in service, but especially to principals and superintendents who are seeking teachers, and to the placement departments in colleges and normal schools.

GEORGE EMORY FELLOWS, professor of civics and history in the University of Utah, former president of the University of Maine, had the commencement address of the University of Maine. It was President Fellows whose leadership made a real university of the Orono Institution. A native of Wisconsin, with his basic academic education in Wisconsin, Dr. Fellows came to Maine having had professorships in the University of Indiana and the University of Chicago, and he brought to a New England College for the first time the real spirit and training of the West, and Maine has had a real university since his day.

Teacher Training in Missouri

By W. T. CARRINGTON

Jefferson City, Missouri

IN 1854 Missouri made provision for state and county supervision of schools. State Superintendent W. B. Starks (1855-1861) said that teachers had most to do in making schools, and a State Teachers Association was organized in 1856. It started a campaign for the establishment of normal schools. Slow progress was made even among leading educators, for the college professors maintained that anyone who knew enough could teach school. It took fifteen years to secure state adoption of normal schools. Four years of that time was wholly absorbed in the war between the states, but two State Normal Schools were established in 1871 and a third in 1873.

As early as 1858 some professional instruction was given in the St. Louis High School. Beginning in 1865 efforts were made to give rural teachers preparation for their work. Joseph Baldwin had an Academy at Savannah in which he stressed education. James H. Kerr had a similar institution at Fruitland in Cape Girardeau County that attracted a large patronage of teachers in the spring after the public schools closed. N. L. Maiden at Ebenezer, Greene County, and J. M. Ewing at Sugar Grove, Callaway County, and others were doing the same in different parts of the state.

In 1867 Joseph Baldwin at Kirksville established the "North Missouri Normal School." The work done in these semi-training schools consisted mainly of school management and method of teaching the elementary subjects.

Joseph Baldwin took the initiative in 1870 in proposing that the legislature establish two State Normal Schools, one in North Missouri and one in South Missouri. He was strongly supported by the State Teachers Association, which at that time had fewer than a hundred members. The success of the proposal led to the state's taking over the "North Missouri Normal School" and locating the other at Warrensburg. Two years later the legislature provided for a third, which was located at Cape Girardeau.

The writer considers himself fortunate in having been thoroughly drilled in how to teach reading, spelling, arithmetic, grammar, and geography at Sugar Grove Academy, and in having spent two years in the "North Missouri Normal School" in its early years as a state institution. He had been a sophomore in Westminster College and had taught in a country school, and Kirksville fully converted him to a life of service in education.

The students in the State Normal Schools in the seventies became leaders in every educational activity in the state in the 'eighties and 'nineties. The philosophy of education taught then was based more on authority than upon experience. Discussions and illustrations in methods classes, in the normal schools, were drawn from experience and observations. Young men and young women fresh from country school experiences soon became self-appointed critics and demonstrators in teachers' gatherings and awakened many principals of town schools and college professors even to the fact that preparation for specific positions was worth while.

Dr. R. D. Shannon, state superintendent of schools from 1875 to 1883, used the country press liberally in promoting teacher-training activities, especially the work of the normal schools and of the county institutes. The early county institutes were short term schools of method conducted mainly by members of normal schools faculties and their early graduates. Superintendent W. T. Harris in St. Louis installed a teacher-training department in connection with the St. Louis High School and made a notable scientific contribution to a study of the elementary curriculum and the idea of a graded system of schools.

As prepared teachers came more and more into public favor it was proposed that there should be a change in the licensing system. The state superintendent of public schools had "authority to examine teachers and grant certificates of qualifications." There were no state examinations until Dr. Shannon inaugurated a testing of the recommended graduates of the normal schools. The state superintendent and the three presidents of normal schools constituted an examining board. They gave both oral and written tests to all graduates of normal schools and passed on faculty recommendations. On the basis of these examinations, state certificates were issued to normal school graduates, after they had taught successfully.

In 1887 the legislature passed an act providing that normal school diplomas should entitle the holders to teach in any public schools until revoked for cause and that certificates issued by normal schools to those who completed a prescribed course should be licensed to teach

for two years. This law was based on the theory that the state should recognize the products of its own institutions. The diplomas and certificates issued for forty years have carried on their face the type of preparation made by the holder.

In 1891 State Superintendent L. E. Wolfe undertook to apply the theory of combined training and licensing teachers to the entire system. The two outstanding features of a law enacted on his proposal and insistence were granting of county certificates by county institute conductors and instructors as a result of two weeks' instruction and the licensing of conductors and instructors in these county institutes by a state training school conducted ten days by a faculty selected by the State Board of Education. This law stirred the state educational forces to a higher pitch of discussion than any other law enacted in fifty years. The state training school feature of the law was repealed in 1893.

The issuance of county certificates by institutes was displaced in 1899 by the present system. The Wolfe law led to better preparation for teaching on the part of many poorly prepared rural teachers and drove from the ranks many out-of-date ones. At the first state training school, conductors and instructors were licensed not so much on what they did in the ten days, as on the reputations they bore as school men and women and on personal knowledge of one or more members of the faculty. The same tendency controlled in the county institute. The merit of the Wolfe law was its pliability in the hands of state and county boards of education. It failed to eliminate local and partial control of licensing teachers.

While the normal schools did good work, they hardly kept abreast of the best and most progressive movements in education during the 'nineties. Baldwin had retired from Kirksville; Osborne retired from Warrensburg, and Norton from Cape Girardeau. There was lack of general devotion to teaching service. There was perhaps more stress on detail, but two criticisms became somewhat general: (1) Normal schools did not function in improvement in country schools. (2) The work done in them did not fit into any approved scheme of general education. The situation became acute in the 1897 and 1898 State Teachers' Associations and discussions were vigorous. The attack was from both common school workers and faculties of universities and colleges. Gradual changes were undertaken, which culminated twenty years later in the well-rounded teachers' colleges really doing a high type of teacher training. The Missouri idea was discussed in many national gatherings and Missouri was freely declared to be the most progressive state in its teacher training activities.

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Some of the physical changes wrought in the state teachers' training institutions between 1899 and 1919 are: (1) Establishment of two additional normal schools. (2) The School of Education at the State University became an entity and a co-operating influence; (3) all were brought to common standard through an agreement entered into by the state department, the schools of education and the five normal schools; (4) the physical equipment increased more than tenfold; (5) the number of students increased nearly fourfold and the average length of term per student was doubled, and (6) the annual expenditures were increased fully tenfold. Harris Teachers' College, St. Louis, and the Teachers College in Kansas City assumed state functions.

OCCASIONALLY one sees a teacher who so skilfully manipulates the elements of the teaching situation—the pupil's interests, the needs of the child and the larger community, significant subject-matter, her own radiant personality—that one can almost see the child being builded up into new knowledge and enriched character.—Guy M. Wilson, Boston University.

EDUCATION IN ACTION

Health Work in Schools Grows

All except thirteen of the states have laws requiring the teaching of physical education in their public schools, according to Dr. J. P. Rogers, chief of the division of physical education and school hygiene in the United States bureau of education. Fifteen states, he said, have regularly appointed state directors of physical education. Most of the state departments of education have definite requirements regarding the training of teachers and supervisors in physical education, Dr. Rogers added. "While many cities had previously set up requirements as to the preparation of teachers in this subject," he said, "the state-wide regulations have come into effect only since 1915, after which year remarkable national interest in physical education has taken place in the United States."

Naval Course For Colleges

Naval training units will be established at six of the leading universities of the United States, beginning with the autumn term, according to an announcement made by the Navy Department. The training will consist of a four-year course in naval science and tactics and graduates will be commissioned ensigns in the volunteer naval reserve. Harvard, Yale, Georgia Institute of Technology, Northwestern California and Washington are the universities where the new courses will be opened. Enrollment of students has been limited to 200 in each of the six schools. The course is elective and limited to students who are American citizens, who are not less than fourteen years of age, and whose condition indicates that they are mentally and physically qualified to perform future military duty.

College Extension Work Progresses

More than 150,000 adults in the United States are taking regular college or university courses while they remain at home and pursue their work. declares George B. Zahmer, director of Extension, University of Virginia. These university courses are offered to non-resident students through the organization of extension classes, which correspond in practically every particular with courses given in residence, but they meet in the afternoon or evening at the university or in communities away from the university centre. Such extension classwork made a small and unpretentious start in this country in 1890. Nearly every state university, and many of the universities under church or private control are now engaged in this phase of educational work.

Honor System in State Universities

There are forty state universities in the United States. A recent survey showed that, of this number, nine institutions observe the honor system in all their colleges and departments, and seven observe it in certain departments, one requires a written pledge of honesty before taking examinations in certain classes, six universities were not heard from, and seventeen make no attempt at present to carry out the honor system. Of the seventeen, two once maintained the system in its entirety, but were forced by lack of student co-operation to abolish it, and one institution is required now and then to inaugurate it, but without sufficient force and earnestness to assure its success.

School Boys Exchange Letters

Juveniles of Japan and America are contributing to international good will by exchanging letters. More than 500 have been written by children of grammar schools in the countries, under the encouragement of the League of Nations Association. American children are particularly fond of Japanese picture postcards and letter paper of pretty design. On either side the youngsters exhibit a friendly curiosity as to the life and persons with whom they correspond.

Printing Trades Run New School

"There is no other school like it in the world," recently declared Principal J. Henry Holloway upon completion of the first school year of the Central Printing Trades Continuation School in New York City. As its name implies, the school is devoted solely to the teaching of printing. It was organized and developed through the combined efforts of the Board of Education and representatives of employers and unions interested in the printing industry. Referring to the school and the need it is filling, Mr. Holloway said; "This is an age of production, when speed is of prime importance. In the shop, no one has time to waste in teaching a lad how to go about his work. The continuation school prepares the boy for his vocation under the leadership of experts. In this manner is being built the bridge that will span the gap between the full-time school and early vocational efficiency."

Girls Not Too Young to Teach

The Supreme Court of Nebraska recently ruled that Anne Joyce, fifteen years old, and Mrs. Darline Johnson, seventeen, both of Lincoln, Nebraska, were entitled to teachers' certificates from the Department of Public Instruction. The young women carried their case to the Supreme Court, after Superintendent Matseen, of the department, had declined to issue certificates because of their youth, although both were recognized as properly qualified in training. Miss Joyce was fourteen when she applied for her certificate, after having been graduated from high school and completing two years in normal school.

Spanish Institute Of International Law

Word has been received that a Spanish Institute of International Law, similar to that in The Hague, has been organized in Madrid. It is named in honor of Francisco Vitoria, one of the first authorities on international law and a contemporary of Grotius. The organization will dedicate itself to the study of the Hispano-American law and plans to create a special chair at Salamanca University, as well as fellowships and annual prizes for conspicuous contributions to the study of international law.

University Directs War on Crickets

In the war against a horde of crickets which recently invaded the West side homes in Manchester, N. H., state university officials took a significant part. The pests, styled European crickets by the New Hampshire University experts, were soon done away with by a poison mash that was formulated. European crickets do no damage unless they get into dark closets, where they will eat clothes, it was stated.

Mother of Prisoner Sees Him Get Diploma

With his mother on the platform among visitors, C. C. Louthan, a prisoner in the state penitentiary, Columbus, Ohio, was recently handed his sixth diploma, having completed correspondence courses in civil, bridge, municipal and highway engineering, astronomy and mapping and surveying. There were fifty-six graduates, all prisoners, and the exercises were the first such ceremony in the prison's history. The diplomas indicated work completed in correspondence school courses of twenty-two varieties, ranging from poultry farming to radio engineering. The work was taken in outside schools under the National Intra-Wall Institute plan.

Schools to Teach Arbitration Plan

Fifteen universities and five other educational institutions will unite with the American Arbitration Association for research work on education in commercial arbitration, the settling of purely business disputes by laymen's courts. Among the collaborating institutions are Harvard, Yale, Pennsylvania, Cornell, Brown, New York and Boston universities.

For Better School Movies

An attempt to use moving pictures in education in a more scientific manner will be made by the Eastman Kodak Company and the National Education Association. A series of films for use in connection with accepted textbooks will be made and used in ten cities where the school authorities have promised to co-operate. The experiment was planned by the Eastman company, after a survey of the present use of motion pictures in schools indicated that the fullest benefit was not being obtained. A group of leading educators was called into conference in Rochester, N. Y., and it was decided to concentrate upon a few important subjects, such as geography, hygiene, civics, fine arts and science, in the fourth, fifth and sixth grades and junior high school.

University of Marburg Four Hundred Years Old

Picturesque, old University of Marburg, in the German province of Hesses-Nassau, is getting ready to celebrate its four hundredth birthday next summer by inviting universities all over the world to send representatives to the party. The event is expected to be of world-wide scholastic importance. Marburg was established in July, 1527, by the Landgrave Philip of Hessen and was the first German university founded after the Reformation. Two of its most famous professors have been the chemist, Robert Bunsen, inventor of the Bunsen burner, and the jurist, von Savigny.

Higher Course For Engineers

Creation of a new graduate course which will require men for engineering research or for teaching and which will lead to the degree of Master of Science in Electrical Engineering has been announced by Dr. Harold Pender, dean of the Moore School of Electrical Engineering of the University of Pennsylvania. The new graduate course, which will begin with the academic year of 1926-27, is inspired by the steadily increasing demand on the part of the industries and technical schools for men who have pursued their technical studies beyond the limits of the usual four-year undergraduate course, according to Dr. Pender.

Students Will Be Studied

Creation of the post of personnel officer in the college department, with Dr. Robert A. Brotemarkle, phychologist, as the first incumbent, has been announced by the University of Pennsylvania. It will be his task to discover the outstanding defects and particular abilities of students requiring special attention and to give each individual case thoroughly scientific treatment.

Says Education Lifts Work to Level of Art

A liberal education lifts every task of life from the level of a trade to the level of an art, and from the level of an art to the level of religion. The conquest of the university will not be complete until every worker shall be a thinker; until every worker shall enjoy constructive leisure; until culture shall to the limit serve utility; until art shall permeate industry. These were the contentions of Dr. E. H. Lindley, Chancellor of the University of Kansas, in a recent address.

University of Virginia Has National Enrollment

The State University of Charlottesville opened with 1,831 students from ninety-two counties in Virginia, 257 from Albermal county. Henrice 59, Pittsylvania 38, Nelson 38, Norfolk 38, Roanoke 37, Rockingham 28, Rockbridge 22, other counties from 19 down. The states represented in the order of enrollment: South Carolina, 88; Maryland, 66; North Carolina, 58; New York, 40; Mississippi, 33; Pennsylvania, 30; West Virginia, 30; Tennessee, 21; New Jersey, 16; Florida, 16; District of Columbia, 14; Alabama, 11; Ohio, 8; Kentucky, 7; Delaware, 6; Massachusetts, 6; Georgia, 9; Missouri, 4; Indiana, 3; New Hampshire, 3; Texas, 3; Wisconsin, 3; Arkansas, 2; Connecticut 2; Louisiana, 2; Minnesota, 2; Oklahoma, 2; Rhode Island, 2; Maine, 1; Michigan 1.

State Superintendent J. A. Churchill of Oregon has resigned to become principal of the new State Normal School at Ashland, and the governor appointed R. R. Turner, superintendent of Dallas, to fill out the term and he is the Democratic candidate for the office in the November election. The Dallas City Board of Education granted a leave of absence so that he can return to them if he is not elected in November. C. A. Howard, superintendent of Marshfield has the Republican nomination.

Of 11,000,000 natives in the Philippines 1,300,000 are in the public schools which the United States established in the Islands. No other country has ever done so much for any country in so short a time.

Oxford Students on First Organized Tour

Thirty Oxford undergraduates, the first organized party from the university, are touring the United States. The undergraduates will visit American universities and principal cities under the general supervision of the English Speaking Union in the United States.

Oakland Strong For Astronomy

Oakland, Cal., has a unique municipal enterprise in the form of an observatory that creates much interest in the study of astronomy. Anthony Chabot founded it in 1884, with the gift of an instrument and a sizeable sum of money. The observatory has the regulation revolving dome, and now possesses a 20-inch telescope and much other valuable equipment. As a part of the public school system it serves as a classroom not only for the school children, but also for thousands of grown-ups, members of clubs and others of the general public who are becoming as familiar with the milky way as are residents of some cities with the landscapes in their own townships.

TREND OF THE TIMES

Ten Deaths an Hour Laid to Accidents

Ten lives are lost in America every hour through accidents, it was asserted in a recent statement by C. B. Scott, President of the National Safety Council of Chicago. " Accidents are costing the United States annually $5,000,000,000, killing 85,000 men, women and children, and injuring between 5,000,000 and 10,000,000 persons." Despite this unfavorable condition it is worth noting that our total accident death rate in recent years has been about ten per cent. below the average for the first decade in this century. In almost all the common classifications there has been so definite a decrease, especially in the case of railroad and drowning accidents, as more than to neutralize the very rapid increase in automobile fatalities.

Protection Sought For Tooth Industry

The vast importations of false teeth into England recently stirred discussion in the British Parliament. Captain Waterhouse, in the House of Commons, pointed out to the President of the Board of Trade, that 20,000,000 artificial teeth were imported annually into the country. He stated that the domestic industry counted 10,000 men, many of them unemployed, and he asked that something be done to protect the industry. Laughter greeted his proposed slogan, "British teeth for British mouths."

Again Seek Independence

It was decided by the National Supreme Council, an organization to represent the combined Filipino parties, to take further active steps toward Filipino independence. The legislature was called on to adopt a resolution repeating the desire of the people for full and immediate independence, and it was planned to hand a copy of this resolution to Carmi A. Thompson, who is making an investigation of the islands for President Coolidge.

Australia to Inquire Why We Are Prosperous

A party of Australian industrialists, representing both employers and employes, is being sent to the United States by the Australian Federal Government to investigate the reasons for the industrial prosperity of the United States. In Australia, Premier Bruce declared, there is a spirit of antagonism and mistrust between employer and employed. Wages are rising, but their real value is not increased, owing to the higher cost of living. In America, he said, there had been a definite diminution of industrial unrest, combined with extraordinary general prosperity. The cost of living was falling, while wages were rising. The delegation, he stated, would investigate the causes of these differences between Australia and the United States.

Coolidge Reviews Prosperity Record

Upon his recent completion of three years as President of the United States, Calvin Coolidge had the satisfaction of looking back over what he considers the most prosperous thirty-six months in the history of the country, with the exception of the war period. Some of the measures cited by President Coolidge as being in part responsible for unparalleled peace-time prosperity during his administration were; reduction in taxes; funding of foreign war-time debts; immigration restrictions; Watson-Parker railroad labor act; Dawes reparations settlement; reduction of public debt; Senate action for American adherence to the World Court; re-establishment of cordial relations with Mexico; ratification of foreign treaties and accomplishments looking toward armament reductions.

Exact Size Of Earth

According to the International Geodetic and Physical Union, the earth is exactly 7,926 miles and 678 thousandths of a mile in diameter at the equator and 7,899 miles and 964 thousandths of a mile through the poles. This calculation was made by a professor at Northwestern University.

Monticello Open to Nation

Monticello, home of Thomas Jefferson, near Charlottesville, Va., is now a national shrine. The Jefferson Memorial Foundation purchased it from Jefferson Levy, of New York, for $500,000. When Jefferson died, the nation was deaf to the suggestion that Monticello be purchased, so it was sold to private parties. One owner was Commodore Uriah Levy, uncle of Jefferson Levy. In his will he offered it to the government of Virginia on condition that an agricultural school be founded there. No action was taken and during the Civil War the estate was seized by the Confederacy with a view to establishing its own "White House" there. Thirteen years ago an unnamed person offered Virginia $1,000,000 toward the purchase of the property, but then Jefferson Levy declined to sell.

Rise of French Living Costs Since the War

The French Ministry of Labor recently published figures that indicate the ever-mounting cost of living in France. These show that taking 100 as the basis of the cost of living as of July, 1914, the wholesale price of forty-five articles of daily necessity was 664 in April, 1926; 702 in May, and 754 in June. Foodstuffs as compared with 100 for July, 1914, were 561 in April, 597 in May, and 646 in June. Regarding retail prices and the cost of living as it affects housewives going to market, the following comparative figures, based on the standard of 100 in July, 1914, are given by the Ministry of Labor; Prague, 837; Rome, 664; Paris, 544; London, 168; New York, 158, and Berlin, 142.

South Now Showing Industrial Development

The last few years have seen a surprising industrial development in the South. Secretary of Commerce Hoover has officially commented on the "economic renaissance" below the Mason and Dixon line. As contributing factors he lists utilization of water power, iron and steel mill ventures and growth of cotton-spinning activities. Southern property, he finds, has produced "the largest human migration in history." Exodus of people from the Eastern states has temporarily switched South instead of West. The Florida boom is said to be responsible for only a small part of it.

Sailors Think Navy "Jinxed"

Destruction of the naval ammunition depot at Lake Denmark, N. J., is the 489th mishap to overtake the navy in three years. Of the 250 lives lost during that period, submarine disasters took forty, aircraft ninety, and surface accidents the rest. Sailors who are very superstitious whisper about a hoodoo following the navy ever since the World War.

The BOOK TABLE

THE FOODS WE EAT. Carpenter's Journey Club Travels. By Frank G. Carpenter and Frances Carpenter. Cloth. Beautifully Illustrated. American Book Company: New York, Cincinnati, Chicago, Boston, Atlanta.

No one has ever known the world as Frank G. Carpenter knew it, and no book that we have seen tells the story of the food-producing world as it is told in "The Foods We Eat." It is a child's book in every line and in every picture, but it is none the less an industrial and commercial, a book to command the admiration of scientist and economist. It tells where and how the food of the world is produced and why that is its natural habitat, and where and how and why it is marketed.

DRUMS OF MORNING. Inspirational Readings Chiefly from "Modern Writers." Edited with an Introduction and Notes by Henry Newman, Ph. D., leader of the Brooklyn Society for Ethical Culture. Cloth. 242 pages. Boston: Little, Brown, and Company.

We know of no way to say how much we have enjoyed "Drums of Morning," which has 115 very choice selections, mostly by present-day writers. There are several groups of verse and prose under such headings as "Where Love Is," "Heirs of All Ages," "Work," "People," "Victories of Peace," "Life Kindleth Life," "Beauty Every Where," "The Free Spirit," "O're the Steeps to the Stars," and "The Steadfast Mind."

A PRIMER OF GRAPHICS AND STATISTICS FOR TEACHERS. By Harold Rugg, Teachers College, Columbia University. Riverside Textbooks in Education. Cloth. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

Dr. Harold Rugg has demonstrated exceptional professional personality in interpreting the approach needed in being of service to teachers to whom technical professional phaseology has a deadening effect. Those who are possessed with a passion to professionalize education insist that there should be a psychological pedagogical vocabulary that only professional teachers should understand. Recognizing their educational aspiration we must insist that a scholar like Harold Rugg is rendering inestimable service by writing so attractively that young teachers can genuinely enjoy and thoroughly profit by his skill in making vital matters clear as pure water and pure air for purity every where in nature is simple and complexes must be clarified to be appreciated, and that is precisely what Harold Rugg has done in "A Primer of Graphics and Statistics for Teachers."

RIMES TO BE READ. By Edmund Vance Cooke. Cloth. New York: Dodge Publishing Company.

For originality of genius no one has the versatility of Edward Vance Cooke, and in "Rimes to Be Read" there is rhythmic art as well as ingenuity of message.

He sings songs for everybody, at all seasons, and in all moods; always sound and wholesome, full of good common sense, or brimming over with healthy fun. In this volume there is almost infinite variety of appeals to readers old and young, rich and poor, men and women.

HEALTH THROUGH PREVENTION AND CONTROL OF DISEASES. By Thomas D. Wood, M. D., and Hugh Grant Rowell, M. D., both of Teachers College, Columbia University. Yonkers-on-Hudson, New York: World Book Company.

Dr. Thomas D. Wood has had opportunities for a masterful knowledge of health problems such as no one else has enjoyed. In the first place he has a professional passion for exhaustive knowledge of these problems such as no other student of health conditions as revealed. In the second place his experiences and responsibilities have been as intense in California as in New York, on the Pacific Coast as on the Atlantic. In the third place he has been the representative of a National Committee equally financed by the National Education Association and the American Medical Association studying with care and thoroughness health conditions in urban, suburban and rural life.

In "Health Through Prevention and Control of Diseases" he has brought to his assistance the latest developed scientific skill through collaboration with Dr. Hugh Grant Rowell, and together they magnify and utilize the possibilities of the public school.

The school, from its very nature, is completely constituted to act as an assembler and distributor of children's diseases in the community. Efficient application of the best knowledge of *disease prevention* is indispensable to the task of making the school a successful centre of health control and health influence.

The chance of the child for life and health depends as much, perhaps even more, upon protection against certain infectious and communicable diseases than upon the care and promotion of personal health, which is the result of personal hygiene and the practice of health habits.

Nowhere else can one find as complete, important and reliable information about contagious diseases as here. It is interesting to see how regnant common sense is as in the discrimination of contagious diseases such as the measles, and infectious diseases such as itch and ringworm.

A sample of the extra practical relates to class exposure. The school is not exposed if the pupil was not in school for twenty-four hours before symptons developed, i. e. signs of some illness though no sign of the definite contagious disease.

Especial attention is given to the destruction of insects or germs by the employment of gaseous agents such as formaldehyde or hydrocyanic acid.

In every respect the authors treat the prevention of disease as sensibly as they do scientifically.

AN INTRODUCTION TO SPANISH LITERATURE. By George Tyler Northup, professor of Spanish Literature, University of Chicago. Cloth. x+473 pages. Price, $3.00 net. Chicago: The University of Chicago Press.

For a long time teachers of Spanish have been hoping for the appearance of a modern, well-planned and well-balanced history of Spanish literature in English. Ticknor's masterly work not only is too bulky for everyday student use, but it is now valuable chiefly for certain chapters; published in 1849, it naturally does not cover the nineteenth century, and some of its facts and opinions have been upset by modern scholarship. Ford's excellent "Main Currents of Spanish Literature" does not purport to be a comprehensive history of Spanish literature; it is rather a study of the development of certain *genres* in Spain and Spanish America, written in attractive form for delivery as a series of lectures, and by no means exhaustive. Fitzmaurice-Kelly's "History of Spanish Literature," long a standby, suffers to some extent from the lamented author's stylistic peculiarities (in the English edition at least), and its too closely chronological arrangement is not always an advantage. The same author's "Primer" is too often because of its compactness a mere catalogue of names and titles.

There was room therefore for the kind of book Mr. Northup has produced. His work will by no means completely supersede the useful works mentioned above, but it is safe to say that it will probably appeal far more

generally to teachers and students of Spanish literature than any of them. It is satisfyingly well-proportioned, no period or type being neglected. It omits consideration of minor writers and works, but on the other hand does not overemphasize writers of the first rank. It wisely combines the chronological order with a logical arrangement by types and schools, each chapter being a coherent unit. The arrangement of the text and of the chapter headings permits of the development of the subject by topics, and at the same time facilitates ready access to needed facts and materials. Selected bibliographies follow each chapter. There is a full general index of names and titles as well as a general bibliography of bibliographies, journals, histories of literature, text collections, and travels.

The advantages mentioned above are of course mainly mechanical. Mention should also be made of the author's style, which is unpedantic, straightforward, interesting. A master of his field, his sense of perspective is never dulled by a desire to display his erudition. He has not hesitated to give his own opinions when at variance with those of other scholars—but always with respect for his fellow-workers. His opening chapter on the characteristics of Spanish literature as determined by geography, history and race is especially noteworthy for its sanity, good sense, and good humor—indeed, these qualities pervade the whole book.

We are grateful for this sound, scholarly, readable and reliable history of Spanish literature.

THE SPEECH ARTS. A Textbook of Oral English. By Alice Evelyn Craig, Polytechnic High School, Los Angeles. Cloth. 500 pages. Illustrated. New York: The Macmillan Company.

In this democratic age, every individual has the right to every opportunity that will empower him to overcome, as far as possible, all limitations or inhibitions that interfere with his self-expression and with the power of communicating his ideas either semi-publicly or publicly. The especially gifted students, as hitherto, must be given the technique and training that will enable them to develop their talents, for their own benefit and for the general culture of the world; the mediocre, or average, need to be given exercises and opportunities, perhaps a little less formal and public, that will encourage and develop their alertness, assurance, initiative, and resourcefulness—qualities of character so necessary today for the success of all phases of human endeavor; the especially weak, hitherto ignored or neglected, should be given definite technical exercises together with reassuring and helpful advice that will reveal to them the possibilities of gaining normal expression.

Each of the speech arts—platform speaking, platform reading, story-telling, conversation, dramatics, debating, open forum discussions—has a specific method and purpose of its own. They are all, however, interrelated, and great breadth of interest and freedom of expression result from bringing out this correlation.

"The Speech Arts" has been prepared as a result of the author's experience in teaching all phases of English and all of the speech arts in both small and large high schools. It is adaptable to the needs of either large or small classes, or of indivduals.

BRITISH DRAMA. An Historical Survey from the Beginning to the Present Time. By Allardyce Nicoll, professor of English Literature, University of London. 500 pages and seventeen illustrations. New York: Thomas Y. Crowell Company.

This is a comprehensive study of the entire range of British Drama beginning with the early mystery and miracle plays and continuing down to the works of dramatists now living. There is an introductory chapter on the drama of Greece and Rome, herein lay the foundations of the modern stage. There is also a chapter on the growth of native drama, the development of professional drama, and an intimate study of the stage in Shakespeare's time. The author deals with the Elizabethan, Jacobean and Caroline drama in an analytical manner in comedy, tragedy, revenge plays and others. The Restoration drama, contrasting the condition of the stage under the Puritans and the extreme of license permitted with the return of Charles II to the throne is magnified as is the drama in the eighteenth century, and in the early part of the nineteenth century. "The Revival in the Theatre" gives special attention to such recent playwrights as Robertson, Pinero, Jones, Galsworthy, Barker, Masefield, Barrie, Shaw, and the Irish dramatists.

MAGIC CASEMENTS. Compiled by George S. Carhart and Paul A. McGhee, East High School, Rochester, N. Y. Cloth. 720 pages. The Macmillan Company.

We know of no similar grouping of verse. Like other collections of verse the selections are admirable. The type is larger than usual and the page is correspondingly larger. The 720 pages contain an unusual number of verses. There are almost no verses by living American versifers. The chief attraction of the collection is the fact that they are classified as adapted to each of the four high school years. The compilers have aimed to use only verses that high school students will like, and to use enough to establish a love for verse that should appeal to them.

THE INFLUENCE OF NURTURE UPON NATIVE DIFFERENCES. By Truman Lee Kelley, Ph.D., Stanford University. Cloth. 50 pages. New York: The Macmillan Company.

This is the first serious attempt to make a semi-scientific study of the effect of Nurture upon Native Differences using reports upon ten thousand elementary school children in the United States, and it seems probable that ultimately scientific studies will make a definite and important contribution to educational functioning. It is entirely clear that Dr. Kelley, through the support of the Commonwealth Fund, has made some discoveries that can be utilized in dealing with average children and with idiosyncrasies of gifted children.

Dr. Kelley makes a studied effort not to do violence to conditions as they are traditionally, but he does render good service in this paragraph: "The writer, for reasons unknown to the teacher, visited an eighth grade class in which there was a 190 I. Q. youngster. Here, *by a generous estimate*, was a 100 I. Q. teacher *bullying all*, including this particular child, who quietly and without provoking a responsive chord, gave expression to mental processes as *straightforward, ingenious, and brilliant as a tender blade of grass with the morning dew upon it.* Let us not prejudge the teacher, but we may doubt if his nightly prayer concluded: "——and Heavenly Father, I thank thee for permitting me this day to *enjoy the fragrance of a great soul.*"

BUNNY BEARSKIN. Written by Guy Winfrey. Illustrated by Louise D. Tessin. Springfield: Milton Bradley Company.

The Milton Bradley Company justify the claim to be publishers of "quality books," and "Bunny Bearskin" is their latest and best demonstration of the validity of their claim.

The whimsical tale of the bunny who would go swimming in the ice cold water. Shivering, shaking, he scurries into Mr. Bear's back-yard and there, on the line hangs Mr. Bear's extra skin. Bunny took the bear's skin and scampered away with it, and had a series of adventures such as never before happened to a rabbit.

Guy Winfrey brings many a laugh to his youthful audience in this rollicking tale, and Louise Tessin's illustrations—fifty of them—depict all the prominent incidents of Bunny's exciting experience.

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GRINS BETWEEN GRINDS

Touching

Jack—"Mother, may I have a nickel for an old man who is outside crying?"

Mother—"Yes, dear; but what is the old man crying?"

Jack—"He's crying, 'Salted peanuts, 5 cents a bag!'"

Poor Fish

Teacher—"Harry, give me a sentence using the word debate."

Harry—"One day as I was fishing the fish ate all debate."

Whiff! Whiff!

Teacher: "What is the most important organ of the body?"

Student: "The nose."

Teacher: "Why the nose?"

Student: "Because it is the human scenter."

The Perpetual Evolution

Rags make paper,
Paper makes money,
Money makes banks,
Banks make loans,
Loans make poverty,
Poverty makes rags.

—The Times of Cuba.

Maybe Not

Maid—"Mum, there's a revenue officer waiting at the door."

Mrs. Jones—"Well, tell him we don't need any just now."

Calling His Bluff

An Irishman applied for a job at the gas works.

"What can you do?" asked the foreman.

"Almost anything sor," said the Irishman.

"Well," said the foreman, who was a bit of a joker, "you seem to be all right, could you wheel out a barrow of smoke?"

"Sure, fill it up for me."

Correct

"Willie," asked the teacher of a new pupil, "do you know your alphabet?"

"Yes, ma'am," answered Willie.

"Well, then," continued the teacher, "what letter comes after A?"

"All the rest of them!" was Willie's triumphant reply.

The Reward of Eloquence

A young lawyer, whose cases were few, was asked to defend a poverty stricken tramp accused of stealing a watch. The lawyer pleaded with all the ardor at his comamnd, drawing a pathetic picture with such convincing energy that, at the close of the argument, the court was in tears, and even the tramp wept.

The jury deliberated, and returned the verdict, "Not guilty."

Then the tramp drew himself up, tears streaming down his face, as he said to the lawyer:

"Sir, I have never heard so grand a plea. I have never wept so since I was a child. I have no money with which to reward you, but" (drawing a package from the depth of his ragged clothes) "here's that watch; take it and welcome."

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The Eternal Boy

The eternal boy is today precisely what he has always been and seems likely to remain—a genial, adventurous, overt barbarian. But he is just now suffering seriously from an overdose of the wrong kinds of attention, and these two heroes in bronze set up as symbols out in Hannibal, Mo., serve excellently to bring this question to useful focus once more.

We live in a changing world, a world in which many grownups appear to have forgotten all about the eternal boy and his importance—except as he offers an excuse for multiplying rules, and for issuing new edicts of repression, and for that curious, lamentable kind of scientific mind which loves to think about all human life solely in terms of charts and mythical averages. The mania for needless inquisitions which is rapidly assuming the aspect and forthrightness of a new national characteristic here in America, the passion to become beadle of our brother's morals and thoughts, is busy shaping new nets of formalism and standardization which it seeks to clap down upon boyhood.

The simple fact (well known to all psychologists worth their salt) that the eternal boy is essentially unsocial, not antisocial, that he is unmoral, not immoral, persistently escapes many an adult consciousness. As a result these elders wring their hands about the ways of youth, taking their subject shortly after he learns to throw rocks and hanging on to him until he arrives at his twenties. To such the eternal boy, who runs his course between the ninth and fourteenth year, is an abhorrent enigma.

The eternal boy needs elbow room, sympathy, understanding, and friendship; not iterated vetoes nor the application to him and his ways of a code of life for which he is unready. He needs to be let alone for a reasonably spacious part of the time, that he may ply his own farings with himself. His cruelties—and he is often cruel—are not serious. They will pass away easily on the wings of a few tactful suggestions. They are not of the heart and will, but of thoughtlessness. His ephemeral vulgarities are born, as a rule, of innocent ignorance.

The police need not be summoned whenever he "busts a winder," or when he upsets adult dignity, or when he appropriates to himself (under the immemorial communistic impulses of his age) a hatful of apples. A society which thinks, by marching its eternal boy into courtrooms, to solve the problem involved in him, itself belongs in a commodious asylum.

Given friendly, judicious, well-timed suggestions, boyhood has its own way of evolving character. It keeps at the process endlessly, even when some who look down at it from maturity can see nothing else at work but an impulse variously attributed to Lucifer or Beelzebub. And the vital point is this: the progress made depends upon freedom from too much officious adult intrusion and overlordship.

[Uncle Dudley in Boston Globe.]

Meetings To Be Held

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia Statu Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

NOVEMBER.

1-6: Iowa State Teachers Association Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Buffalo, N. Y. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull. West Chester, Pa.

28-30: American Historical Society, Rochester, N. Y. D. C. Munro, Princeton, N. J.

DECEMBER..

2-3: Association of Colleges and Secondary Schools of the Southern States, Jackson. Miss W. D. Hopper, University of Georgia, Athens, Ga.

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